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EDUC 310

Week 6 Assignment 2

The key ideas from the section on creating historical narratives included use of multiple and different types of primary sources and historical narratives to gather evidence and facts so the students could create their own historical narratives. The use of a broad range of sources as listed in the text gave the students a fuller and more authentic picture of events from that time, not a lot of discussion of the ‘better uniforms’. The teacher required them to support their information by more than one source, this would help validate the information as well as give a range of perspectives. The use of directed inquiry with specific questions for sharing and discussing focused the students and maximized their use of time to obtain evidence and support. This also lent structure for students to list what they learned and what they still or now wanted to know.

The section on analyzing the students’ historical narratives provided key ideas for the assessments of students’ historical writing, as differentiated from general writing. This was important so she could ensure the students understood what they found in their research and were able to interpret it accurately. The teacher adapted a rubric she already used, changing some of the criteria to focus on the students’ interpretation of facts in their narratives and an understanding of the timeline/sequence of events. The literacy of the students was assessed by their use of authentic language from the period. This enabled the teacher to provide pointers to the whole class as well as student specific instruction/guidance. The final assessment activity provided evidence of the students’ analysis and synthesis of the evidence (both words and pictures) from the primary sources, and their ability to create authentic background based on the reflection on what they had read and seen. This was a good way to assess the students’ ability to apply what they had learned.

*Each group will*provide a summary with examples that highlight the key ideas from the two Chapter 10 sections listed below.   Additionally, find one lesson plan and/or instructional activity that provides an exemplar for the learning strategies that can be used with literature and the creation of historical narratives as authentic assessments in social studies.  For these examples, be sure to include any assessment rubrics that are used with either the learning activities or assessments.  Please hyperlink these two lessons and describe how they support the use of learning strategies and assessments described in these two sections.

Lesson Plan <http://www.pbs.org/wnet/slavery/teachers/lesson1.html>

PBS Lesson Plans

The culminating activities require the students to compare websites, pretend they are on the Underground Railroad and record the experience, write about their experiences, review and describe a specific character’s experiences in their "flight to freedom, look at the different perspectives on slavery and take on the persona of a character and to create a historically accurate journal entry about the character or create a scene. These activities allow for assessment of comprehension.